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ABSTRACT

This book demonstrates the centrality of caring in educational administration. As a conceptual framework that emphasizes personal development and the cultivation of community, an ethic of caring can be used to improve academic performance, combat social problems, and rethink organizational strategies. Chapter 1 draws from scholarship in a number of disciplines to clarify the meaning of a "caring ethic." Chapters 2 and 3 focus on justifying the inclusion of a caring ethic in administration. Following Frankena (1973) and Strike, Haller, and Soltis (1988), chapter 2 begins with nonconsequentialist or deontological arguments for caring in education. Consequentialist teleological arguments are presented in the third chapter. Chapters 4-6 discuss the changes that must occur if the transformative ethics of caring, concern, and compassionate justice are to become realities in education. Chapters 5 and 6 explore changes that need to occur in administrator practice and preparation and discuss policies and practices that demonstrate the ways in which a caring ethic can help to transform education. Concluding thoughts address the urgent need for caring in schools. An index is included. (Contains 409 references.) (LMI)

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